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|  | Student did not  submit the assignment.  #2 | |
| **Due Date:** | **Student Name:**  **Course Name: Honors Geometry**  **Period:**  **Teacher Name:** | |
| **Assignment Title:** | **Unit Circle Ferris Wheel** | |
| **Assignment Summary:** | Write a creative story that involves the various heights of the Ferris wheel with relationship to the unit circle. A rider on a Ferris wheel goes up and down as time passes and the wheel goes around. In this portfolio assignment, you will have to find many calculations. The radius of this Ferris wheel is 1 km, and the bottom of the Ferris wheel chair sits ½ km from the ground. For every time the Ferris wheel stops for another rider, it stops according to the different degrees created by right triangles on the unit circle.  **Paragraph 1:** Introduce your creative story about the Ferris wheel in relationship with a unit circle and why you need to find the heights at each stop of the Ferris wheel.  **Paragraph 2**: Calculate the following: - The height of the rider at each stop of the Ferris wheel created by right triangles of the unit circle - The number of stops on the Ferris wheel according to the number of right triangles of the unit circle  **Paragraph 3:**  -How is the unit circle related to this Ferris wheel?  -How do we use the unit circle to find the exact coordinate of each seat?  -Explain the relationship between the Ferris wheel and the Unit circle if the Ferris wheel moved clockwise and counterclockwise.  **Paragraph 4:** Conclusion-make sure to end your story well. | |
| **Role:** | You are the customer of the Ferris wheel and you are going to tell an amazing story about the heights of this ride. | |
| **Audience:** | Your audience is Ms. Ziegler or Ms. Thai. | |
| **Format:** | * **Typed, 1-inch margins, double spaced** * No excessive spacing of lines or margins * MLA format heading * Minimum length: 1.5 pages   (Inadequate length will result in a letter-grade drop) | * Include your own creative title * Staple assignment sheet to front of final draft; staple rough draft to back of final draft * Indent the beginning of each paragraph * Calculations page |
| **Procedure:** | 1. Brainstorm 2. Write first draft 3. Self-edit 4. Peer edit 5. Make revisions based on editing 6. Proofread 7. Print final draft | |

Portfolio Scoring Rubric

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|  | **Exceeding**  **100-90%** | **Meeting**  **89-80%** | **Approaching**  **79-70%** | **Baseline**  **69-60%** | **Unacceptable**  **59% and ⇩** | **Points** |
| Content/CRS Expectations: | Student applies the knowledge of the unit circle applied to the real world context. Student goes into detail and explains this relationship. Student is able to articulate where special triangles lie in the unit circle.  10 | Student acknowledges the unit circle applied to the real world context. Student is able to explain about the measures of the special triangles.  8 | Student acknowledges the unit circle but does not relate it to the real world context and student is able to explain about the measure of the special triangles.  7 | Student does not acknowledge the unit circle and student is able to explain about the measure of the special triangles.  6 | Student does not acknowledge circle and does not explain about the special triangles.  0 | \_\_\_\_ / 10 |
| Student finds the height of the Ferris wheel with all calculations and articulate reason why it is related to the unit circle  30 | Student finds the height of the Ferris when with all calculations but does not articulate reason why it is related to the unit circle  24 | Student commits 1-2 errors in calculation and **explains** these calculations within the writing assignment;  OR  Student has correct calculations but does **not** explain these calculations within the writing assignment.  22 | Student commits 2-4 errors in calculation and **explains** these calculations within the writing assignment.  18 | Student commits more than 4 errors in calculation and does **not** explain these calculations within the writing assignment.  16 | \_\_\_\_ / 30 |
| Student demonstrates excellent creativity within writing assignment.  20 | Student demonstrates good creativity in writing assignment.  16 | Student demonstrates fair creativity in writing assignment.  14 | Student demonstrates poor creativity in writing assignment.  12 | Student does not demonstrate any creativity in writing assignment.  10 | \_\_\_\_ / 20 |
| Writing Expectations: | Student makes no spelling errors in the essay.      20 | Student makes 1-2 spelling errors in the essay.  16 | Student makes 3-4 spelling errors in the essay.  14 | Student makes 5-6 spelling errors in the essay.  12 | Student makes more than 6 spelling errors in the essay.  10 | \_\_\_\_ / 20 |
| Student uses an appropriate academic tone throughout the essay.  20 | Student uses a tone that is mostly academic throughout the essay, but at least once slips into a casual tone. (EX: inappropriate abbreviation)  16 | Student uses a tone that more than once slips into a casual tone. (EX: inappropriate abbreviation, 1st or 2nd person voice)  14 | Student uses a generally casual tone throughout the essay. (EX: multiple inappropriate abbreviations, 1st or 2nd person voice throughout the essay)  12 | Student uses an extremely casual tone throughout the essay. (EX: 1st or 2nd person voice throughout the essay, inappropriate topics or themes discussed)  10 | \_\_\_\_ / 20 |
|  |  |  |  |  | Total: \_\_\_\_\_ / 100 | |